****

**EdD in Curriculum and Instruction**

***Nourishing innovation…***

**2013-2014 Academic Year Handbook**

***Revised for Spring 2014***

# Table of Contents

Page

Program Mission 1

Program Description 3

Program Technology Requirements 6

Course Meetings 7

North Carolina Licensure Requirements 7

Program Time Limits 8

Course Descriptions 9

Program Evidences 12

Program Evidence Descriptions and Evaluation Criteria 15

Comprehensive Needs Assessment (CNA) 15

Organizational Analysis (OA) 19

Stakeholder Engagement Plan (SEP) 24

Program Evaluation (PE) 29

Professional Learning Project (PLP) 34

Curriculum Design Project (CDP) 44

Clinical Experience 50

Dissertation Process 52

Seminar Expectations 53

References 57

Appendices

A TaskStream Author Instructions 58

B Course Syllabi – Fall Start 67

C Course Syllabi – Spring Start 90

D Course Policies 113

Tables

1 Fall Start Coursework 4

2 Spring Start Coursework 5

3 Coursework/TLMS Alignment 11

4 Fall Start Evidence/Program Module Alignment 13

5 Spring Start Evidence/Program Module Alignment 14

6 CNA Evidence/TLMS Alignment 18

7 OA Evidence/TLMS Alignment 23

8 SEP Evidence/TLMS Alignment 28

9 PE Evidence/TLMS Alignment 33

10 PLP Evidence/TLMS Alignment 42

11 CDP Evidence/TLMS Alignment 49

12 Clinical Experience/Dissertation Timeline 56

# Program Mission

Members of the Gardner-Webb University School of Education share the following as our guiding mission, vision, priorities, values, and goals.

## Mission

The Gardner-Webb University School of Education empowers candidates and communities through innovative, collaborative leadership by applying principles of continuous improvement to maximize human (intellectual, social, and spiritual) potential.

## Vision

The Gardner-Webb University School of Education will be recognized by all communities as a premier resource and facilitator for growth and development providing the support necessary for intellectual, social and spiritual transformation.

## Priorities

The faculty of the Gardner-Webb School of Education set the following priorities to guide us in following our mission and vision.

* Focus on continuous improvement of SOE programs and candidate learning outcomes through data-informed decision making
* Cultivate caring and relevant relationships with candidates
* Promote and support collaborative projects with schools, communities, and alumni
* Contribute to the university learning community
* Develop interactive, creative, and innovative learning environments
* Increase and strengthen scholarly productivity

## Values

The Gardner-Webb University School of Education consists of members dedicated to demonstrating innovation, creativity, teamwork, problem solving, flexibility, adaptability, and a commitment to continuous learning.

Specifically, these dispositions include:

* Principles of ongoing reflection, continuous improvement, and data-informed decision making
* Caring relationships characterized by high ethical standards, collaboration, and shared decision-making
* Leadership skills focused on social and emotional intelligence, understanding group dynamics within diverse communities, and a vision for meaningful change
* Interactive learning environments utilizing innovative and appropriate tools and strategies to expand opportunities

## Goals

1. The School of Education will use data-informed decision making and innovative, collaborative leadership strategies to improve continuously.
2. The School of Education will increase community and alumni collaboration to improve continuously.
3. The School of Education will increase collaboration with the University Learning Community to improve continuously.
4. The School of Education will improve interactive learning through innovative learning environments utilizing the most current tools and strategies including distance learning to improve continuously.

## EDCI Program Mission

Within the context of the above mission, vision, priorities, values, and goals followed by all members of the School of Education, the program in Curriculum and Instruction leading to advanced licensure has adopted the following mission:

***The Gardner-Webb University program in Curriculum and Instruction serves advanced candidates aspiring to leadership roles that promote high-impact learning by empowering people within communities to nourish innovation through facilitated collaboration and continuous improvement.***

# Program Description

Gardner-Webb University provides multiple opportunities for advanced candidates aspiring to leadership roles in the areas of curriculum and instruction to obtain an EdD in Curriculum and Instruction and licensure as a Curriculum Instructional Specialist from the North Carolina Department of Public Instruction (NCDPI). Classes are offered face-to-face blended with online/virtual communication at five different campuses in Charlotte, Fayetteville, Raleigh, Statesville, and at the main campus in Boiling Springs. In addition, Gardner-Webb offers the EDCI Program in a low residency format in which the majority of coursework is completed online with candidates meeting on the Boiling Springs campus three weekends per semester. The program consists of at least 63 credit hours consisting of course modules (48 credit hours), seminars related to the clinical experience and preparation for the dissertation proposal (6 hours), and dissertation modules (at least 9 hours).

Candidates experience the EDCI program course modules within a cohort model progressing through coursework as a team and building relationships crucial to collaboration and continuous improvement. All components of the program are aligned to the [Teacher Leader Model Standards (TLMS)](http://www.teacherleaderstandards.org/downloads/TLS_Brochure.pdf) published by the Teacher Leadership Exploratory Consortium (2012). These standards are aligned to Interstate School Leaders Licensure Consortium (ISLLC) standards and to the revised Interstate Teacher Assessment and Standards Consortium (InTASC) standards (see the appendix of the linked document). As stated by Harrison and Killion (2007), “The teacher leader model standards can be used to guide the preparation of experienced teachers to assume leadership roles such as resource providers, instructional specialists, curriculum specialists, classroom supporters, learning facilitators, mentors, school team leaders, and data coaches.” As stated in the mission of the program at Gardner-Webb University, work in these standards has the potential to impact organizations and communities outside of the context of schools as skills and knowledge focused on facilitated collaboration and continuous improvement nourish innovation in multiple contexts. Candidates interested in applying these skills and knowledge in other contexts are encouraged and welcomed in the program. Although the TLMS and as a result, course materials and program evidence information are written within the context of schools, program planners and faculty are aware that some students will not be working in this context. In these instances, it is appropriate to replace the word “school” with “site,” the word “district” with “organization,” and the word “faculty” with “colleagues” throughout program materials.

Candidates will take six semesters with seven credit hours (fall and spring of their first two years), two semesters with 13 credit hours (summers of their first two years), a semester of six credit hours (the initial dissertation seminar), and a semester of three credit hours (a continuing dissertation seminar), with the option to continue taking continuing dissertation hours (one-three credits per semester) until the dissertation is successfully defended. Modules are offered in a prescribed sequence according to the semester in which candidates enter the program and are integrated with multiple program topics studied in a single semester. The coursework sequence for a fall start cohort appears in the table below:

|  |  |  |
| --- | --- | --- |
| **Semester** | **Fall Start Cohort Coursework** | **Credit hours** |
| Fall 1 | **EDCI 700 – Theory Development Module**  **EDCI 701 – Dissertation Coaching/Clinical Experience Seminar** | 6.0  1.0 |
| Spring 1 | **EDCI 702 – Issues and Models in Curriculum Module**  **EDCI 703 - Dissertation Coaching/Clinical Experience Seminar** | 6.0  1.0 |
| Summer 1 | **EDCI 704 – Research Design and Methods Module**  **EDCI 705 - Dissertation Coaching/Clinical Experience Seminar** | 12.0  1.0 |
| Fall 2 | **EDCI 706 – Reform and Change Theory Module**  **EDCI 707 - Dissertation Chairing/Clinical Experience Seminar** | 6.0  1.0 |
| Spring 2 | **EDCI 708 – Assessment and Evaluation Module**  **EDCI 709 - Dissertation Chairing/Clinical Experience Seminar** | 6.0  1.0 |
| Summer 2 | **EDCI 710 – Instructional Leadership Module**  **EDCI 711 - Dissertation Chairing/Clinical Experience Seminar** | 12.0  1.0 |
| Fall 3 | **EDCI 712 – Dissertation Module I** | 6.0 |
| Spring 3 | **EDCI 713 – Dissertation Module II** | 3.0 |
| As needed | **EDCI 714 – Dissertation (Continuing)** | 3.0  (as needed) |

The coursework sequence for a spring start cohort varies as follows:

|  |  |  |
| --- | --- | --- |
| **Semester** | **Spring Start Cohort Coursework** | **Credit hours** |
| Spring 1 | **EDCI 702 – Issues and Models in Curriculum Module**  **EDCI 701 – Dissertation Coaching/Clinical Experience Seminar** | 6.0  1.0 |
| Summer 1 | **EDCI 704 – Research Design and Methods Module**  **EDCI 703 - Dissertation Coaching/Clinical Experience Seminar** | 12.0  1.0 |
| Fall 1 | **EDCI 706 – Reform and Change Theory Module**  **EDCI 705 - Dissertation Coaching/Clinical Experience Seminar** | 6.0  1.0 |
| Spring 2 | **EDCI 708 – Assessment and Evaluation Module**  **EDCI 707 - Dissertation Chairing/Clinical Experience Seminar** | 6.0  1.0 |
| Summer 2 | **EDCI 710 – Instructional Leadership Module**  **EDCI 709 - Dissertation Chairing/Clinical Experience Seminar** | 12.0  1.0 |
| Fall 2 | **EDCI 700 – Theory Development Module**  **EDCI 711 - Dissertation Chairing/Clinical Experience Seminar** | 6.0  1.0 |
| Spring 3 | **EDCI 712 – Dissertation Module I** | 6.0 |
| Summer 3 | **EDCI 713 – Dissertation Module II** | 3.0 |
| As needed | **EDCI 714 – Dissertation (Continuing)** | 3.0  (as needed) |

The Dissertation Coaching (Chairing)/Clinical Experience hours that are co-requisites to the course modules begin with the first semester and culminate in the sixth semester of the program. By the end of the sixth semester, the student will have met expectations for proficiency in all 37 functions embedded in the seven domains of the Teacher Leader Model Standards, although these standards will continue to be addressed as work on the dissertation progresses. In addition, dissertation work will have progressed through ongoing work with their dissertation coach/chair so that the candidate will be prepared to defend their dissertation proposal in EDCI 712 – Dissertation Module I. Proposal defense during EDCI 712 is not required, but it is the hope of the program designers that ongoing support and coaching through the first six semesters will result in achieving this goal. In addition, the electronic portfolio consisting of six evidences produced during the first six semesters in the program and aligned to work within course modules will be submitted by candidates to the School of Education faculty as evidence of having met the Teacher Leader Model Standards.

**Low Residency**

Low residency students follow the same course rotation, clinical experience, and dissertation expectations as students admitted to the face-to-face program as outlined in the preceding pages aligned with their program start date.

# Program Technology Requirements

Technology has become an integral part of academic work in the School of Education at Gardner-Webb University. Students have the opportunity to complete classes in a blended or low residency format. Regardless of format, all classes require some instruction and/or activities online. The goal is to engage students in a rigorous academic environment that provides flexibility in scheduling for the student and retains the student-professor relationship. In order to accomplish this goal, Gardner-Webb University utilizes some of the latest technologies. Three of the technologies used are Blackboard, TaskStream, and WebEx.

Blackboard is the course management system for Gardner-Webb University instruction. An instructor can facilitate a robust array of instructional activities and communication possibilities within the BlackBoard environment.

TaskStream is the newest of the technologies employed by the School of Education. The purpose of TaskStream is to provide students a web-based repository for the evidences required to meet requirements in the seven (7) domains of the Teacher Leader Model Standards and to demonstrate successful completion of the clinical experience and the dissertation components in order to meet Gardner-Webb University graduation requirements.

WebEx is used for two purposes. One is to record webinars by professors for students to review on their own schedule. The second use is for the professor to have synchronous online class meeting in which formal presentations and two-way communications between students and professor can occur. WebEx requires students to have audio equipment that will allow them to both hear and verbally reply during sessions. This can be accomplished by a headset combination with a microphone. In addition, if the student would like to be seen, an inexpensive video camera is necessary.

Courses in the EDCI program have these technologies required as a part of the curriculum.

**One word of caution**: *You cannot always rely on school computers to connect and be effective with these technologies because of school district security measures.*

# Course Meetings

Candidates in the blended format will meet seven weekends during the fall and spring semesters of coursework. Meeting dates are typically reached as a consensus between candidates and course instructor. Meeting times for these weekends are Fridays from 6:00 pm – 10:00 pm and Saturdays from 9:00 am – 5:00 pm.

During the summer sessions of coursework, candidates in the blended format will meet during 12 sessions, again reached by consensus between candidates and the course instructors. These meeting dates will include weekdays and will also include the two session dates of the Center for Innovative Leadership Development (CILD) conference.

Candidates in the low residency format will meet 3 weekends during the fall and spring semesters of coursework. These meeting dates will typically occur on the second weekend of September, October, and November in the fall and February, March, and April in the spring.

Meeting frequency and dates for summer sessions of coursework for candidates in the low residency format will be developed by consensus between the instructor and candidates.

# North Carolina Licensure Requirements

The following are requirements for advanced licensure as a Curriculum Instructional Specialist in the state of North Carolina:

* Completion of an approved program for a curriculum instructional specialist at the master’s degree level or above
* NTE/Praxis Educational Leadership: Administrative and Supervision. [Educational Testing Service (ETS)](http://www.ets.org/praxis/)

For further information on requirements in other states, consult your state’s department of public instruction.

# Program Time Limits

All requirements for the doctorate, including the dissertation, must be completed within seven academic years from the date of the first module of study. If a candidate chooses or is forced to interrupt the sequence of modules, that candidate may re-enter the program at the appropriate sequence, but must abide by the original seven-year time limit. Any exception to the seven-year time limit must be approved and recommended by the Dean of the School of Education. Students are required to enroll in consecutive semesters until completion or withdrawal within the seven-year time limit.

# Course Descriptions

## EDCI 700 – Theory Development Module (6 hours)

This module supports candidates in utilizing theoretical frameworks for application in deepening understanding of current and future trends in curriculum and instruction. The module facilitates broadening of candidates’ perspectives to systemic change focusing on identifying opportunities for organizational growth and improving stakeholder engagement.

## EDCI 702 – Issues and Models in Curriculum Module (6 hours)

This module supports candidates in their understanding of adult learning theory and professional learning communities in relation to continuous improvement. The module facilitates growth in impacting teacher professional learning, student learning, and outreach within diverse communities.

## EDCI 704 – Research Design and Methods Module (12 hours)

This module supports candidates in their understanding of various research methodologies, principles of research design and dissemination, data collection, and data interpretation to improve teaching and learning. The module focuses on the principles of data-informed decision making, working through the process of continuous improvement in relation to teaching and learning.

## EDCI 706 – Reform and Change Theory Module (6 hours)

This module supports candidates in re-imaging curricular and instructional leadership by examining the historical context of school reform in the United States and applied principles of organizational change. The module emphasizes effective leadership practice, successful educational reform models, and the individual and institutional implications of creating and sustaining organizational change.

## EDCI 708 – Assessment and Evaluation Module (6 hours)

This module supports candidates in designing and using formative and summative assessments within and across organizations. The module expects candidates to serve in a collaborative leadership role with colleagues to analyze organizational data and interpret results to inform goals and improve student learning.

## EDCI 710 – Instructional Leadership Module (12 hours)

This module supports candidates in understanding and promoting collaborations with internal and external stakeholders to improve opportunities for student learning. The module advances candidate understanding of development and implementation of educational policy while advocating for student learning and the profession at the local, state, and national level.

## EDCI 701, 703, 705 – Dissertation Coaching/Clinical Experience Seminar (1 hour each)

During the first semester of coursework, each candidate will be assigned a dissertation coach/clinical experience supervisor. During each seminar, the candidate will communicate with and be supported by their coach in progressing in understanding of the dissertation process and on development of their dissertation research. In addition, the candidate will plan and implement, with the support of a district-level site supervisor and their clinical experience supervisor, activities aligned with the Teacher Leader Model Standards.

## EDCI 707, 709, 711 – Dissertation Chairing/Clinical Experience Seminar (1 hour each)

After the third semester of coursework, each candidate will be assigned a dissertation chair/clinical experience supervisor. In many cases, candidates will remain assigned to their dissertation coach who will transition into filling the role of chair. Work in these seminar hours will focus on developing a dissertation proposal and on continuing to complete clinical experience activities.

## EDCI 712 – Dissertation Module I (6 hours)

The candidate continues work with the chair and the dissertation committee to complete the dissertation project.

## EDCI 713 – Dissertation Module II (3 hours)

The candidate continues work with the chair and the dissertation committee to complete the dissertation project.

## EDCI 714 – Dissertation (Continuing) (1-3 hours)

In order to continue to receive university assistance and consultation throughout the dissertation process, the candidate will register for this course each semester until the dissertation is successfully defended or until the candidate withdraws from the program. The dissertation chair will determine the number of hours for which the candidate must register.

Coursework alignment to the Teacher Leader Model Standard (TLMS) functions appears in the table on the next page.

# Coursework/TLMS Alignment

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Coursework Alignment | | | | | |
| **TLMS Functions** | **EDCI 700** | **EDCI 702** | **EDCI 704** | **EDCI 706** | **EDCI 708** | **EDCI 710** |
| 1a |  | X |  | X |  |  |
| 1b |  | X |  | X |  |  |
| 1c |  | X |  | X |  |  |
| 1d |  | X |  | X |  |  |
| 1e |  | X |  | X |  |  |
| 2a |  |  | X | X |  |  |
| 2b |  |  | X | X |  |  |
| 2c |  |  | X | X |  |  |
| 2d |  |  | X | X |  |  |
| 3a | X | X |  | X |  |  |
| 3b |  | X |  | X |  |  |
| 3c | X | X |  | X |  |  |
| 3d |  | X |  | X |  |  |
| 3e |  | X |  | X |  |  |
| 3f |  | X |  | X |  |  |
| 3g |  | X |  | X |  |  |
| 3h |  | X |  | X |  |  |
| 4a |  |  | X |  | X |  |
| 4b |  |  |  |  | X |  |
| 4c |  | X |  |  | X |  |
| 4d |  |  |  |  | X |  |
| 4e |  |  |  |  | X |  |
| 4f |  |  |  |  | X |  |
| 5a |  |  |  |  | X |  |
| 5b |  |  |  |  | X |  |
| 5c |  |  |  |  | X |  |
| 5d |  |  |  |  | X |  |
| 6a | X |  |  |  |  | X |
| 6b |  |  |  |  |  | X |
| 6c |  |  |  |  |  | X |
| 6d | X |  |  |  |  | X |
| 6e |  |  |  |  |  | X |
| 7a |  |  |  |  |  | X |
| 7b |  |  |  |  |  | X |
| 7c |  |  |  |  |  | X |
| 7d |  |  |  |  |  | X |
| 7e |  |  |  |  |  | X |

# Program Evidences

During the first six semesters of coursework, candidates will complete six evidences aligned to specific functions within domains of the Teacher Leader Model Standards (TLMS). Candidates will complete components of these evidences throughout course modules and submit their work to TaskStream for both formative and summative assessment. TaskStream instructions for candidates (authors) can be found in Appendix A. Videos explaining the TaskStream submission and evaluation process specific to the EDCI program can be accessed at the following links:

* [Submitting work on TaskStream](http://www.youtube.com/watch?v=Mu9wrB3LZVs&feature=youtube_gdata) (http://www.youtube.com/watch?v=Mu9wrB3LZVs&feature=youtube\_gdata)
* [Resubmitting work on TaskStream](http://www.youtube.com/watch?v=HEVFaK_PYo0&feature=youtube_gdata) (<http://www.youtube.com/watch?v=HEVFaK_PYo0&feature=youtube_gdata>)
* [Checking final grade on TaskStream](http://www.youtube.com/watch?v=ZXDw_l1rAGY&feature=youtube_gdata) (http://www.youtube.com/watch?v=ZXDw\_l1rAGY&feature=youtube\_gdata)

Evidences consist of multiple components and most components build on work completed in prior modules. In addition, work completed in some evidences can inform work in other evidences. Candidates and faculty are well advised to become familiar with evidence components within specific modules as well as understanding the overall framework within which these components fit.

The tables on the next two pages illustrate the six evidences and their alignment to program modules. Notice that candidates beginning their program in the fall will follow a different timeline for evidence completion than candidates beginning their program in the spring.

After these tables, in-depth descriptions of evidences, components, and criteria for evaluation are included.

# Evidence/Program Module Alignment

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **FALL START COHORT** | | | | | | |
|  | **FALL 1** | **SPRING 1** | **SUMMER 1** | **FALL 2** | **SPRING 2** | **SUMMER 2** |
| **EVIDENCES** | EDCI 700 | EDCI 702 | EDCI 704 | EDCI 706 | EDCI 708 | EDCI 710 |
| **Comprehensive Needs Assessment (CNA)** | CNA A: School Level Implementation and Analysis | CNA B: District Level Implementation and Analysis |  |  |  |  |
| **Organizational Analysis (OA)** | OA A: School Level Analysis |  |  |  |  | OA B: School Level Impact |
| **Stakeholder Engagement Project (SEP)** | SEP A: Data Analysis and Action Plan | SEP B: School Level Implementation | SEP C: Report and School and District Level Recommendations |  |  |  |
| **Program Evaluation (PE)** |  | PE A: Initial Plan | PE B: Final Plan | PE C: Implementation |  |  |
| **Professional Learning Project (PLP)** |  | PLP A: Professional Learning Action Plan |  | PLP B: PLC Action Plan | PLP C: PLC Facilitation | PLP D: Creation of Professional Learning Module |
| **Curriculum Design Project (CDP)** |  |  | CDP A: Plan with Strong Foundation | CDP B: Design Unit | CDP C: Implementation and Assessment |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **SPRING START COHORT** | | | | | | |
|  | **SPRING 1** | **SUMMER 1** | **FALL 1** | **SPRING 2** | **SUMMER 2** | **FALL 2** |
| **EVIDENCES** | EDCI 702 | EDCI 704 | EDCI 706 | EDCI 708 | EDCI 710 | EDCI 700 |
| **Comprehensive Needs Assessment (CNA)** | CNA A: School Level Implementation and Analysis | CNA B: District Level Implementation and Analysis |  |  |  |  |
| **Organizational Analysis (OA)** | OA A: School Level Analysis |  |  |  |  | OA B: School Level Impact |
| **Stakeholder Engagement Project (SEP)** |  | SEP A: Data Analysis and Action Plan | SEP B: School Level Implementation | SEP C: Report and School and District Level Recommendations |  |  |
| **Program Evaluation (PE)** | PE A: Initial Plan | PE B: Final Plan | PE C: Implementation |  |  |  |
| **Professional Learning Project (PLP)** |  | PLP A: Professional Learning Action Plan | PLP B: PLC Action Plan | PLP C: PLC Facilitation | PLP D: Creation of Professional Learning Module |  |
| **Curriculum Design Project (CDP)** |  |  |  | CDP A: Plan with Strong Foundation | CDP B: Design Unit | CDP C: Implementation and Assessment |

# Program Evidence Descriptions and Evaluation Criteria

Comprehensive Needs Assessment (CNA)

# **Description**

The CNA is a systematic process to acquire an accurate, thorough picture of the strengths and weaknesses of an organization used in response to the identified needs of learners. The CNA is a process that collects and examines information about organizational issues and then utilizes that data to determine priority goals, examine root causes, develop a plan for improvement, and allocate funds and resources.

This project is designed in two parts: school and district CNAs to be completed in two different semesters. The CNA is a process and a product. Candidates will learn the process for the successful completion of a Comprehensive Needs Assessment as well as integral components. In successful CNAs, candidates will demonstrate and apply knowledge of the process of gathering data from a variety of sources to support the continuous improvement process. The school and district CNA will align with and support action plans for various EDCI projects.

## Component A: School Level CNA

This component of the project is completed at a school site in the first semester of coursework and aligns with the following Teacher Leader Model Standards: 2a, 2b, 3e, 4a, 5a, 5b, 5c, and 5d. With successful completion of the CNA, candidates will demonstrate their knowledge and application of both the content of the CNA and also the process of the project.

## Component B: District Level CNA

This component of the project is completed at a district site in the second semester of the program and aligns with the following Teacher Leader Model Standards: 2a, 2b, 3e, 4a, 5a, 5b, 5c, and 5d. With successful completion of the District Level CNA, candidates will demonstrate their knowledge and application of both the content of the CNA and also the process of the project.

# Comprehensive Needs Assessment (CNA)

## Proficiency Checklist

In order to meet requirements in the CNA, the candidate will submit evidence of the following:

### CNA Component A: Using information from research and class instruction, candidates will facilitate a group of faculty members to design a sound, research-based process for conducting the school level CNA.

### Candidates will submit a narrative with supporting evidence demonstrating facilitation of a group of faculty members to conduct a comprehensive assessment of the school. Work of the group and evidence submitted will result in the following:

* Clarification of the purpose of the needs assessment
* Identification of the target population(s) of the needs assessment
* Determination of the methodology for the assessment
* Choice and/or design of appropriate survey instruments
* Collection of data from a variety of sources
* Analysis of the data to determine strengths, areas for improvement, and potential root causes

### Candidates will include in the narrative supporting evidence demonstrating facilitation of a group of faculty members to include a comprehensive survey of available data sources in completion of the school level CNA. Work of the group and evidence submitted will, at a minimum, include the following:

* Demographic data
* Perceptual data
* Student achievement data
* Teacher quality data
* School processes and program data
* Stakeholder engagement data

### **In addition to the above evidence, the candidate will prepare a summary statement noting how the component narrative and its supporting evidence meet the component’s aligned functions of the Teacher Leader Model Standards (listed below). This summary statement can be submitted in the format of the candidate’s choosing, including, but not limited to, a table with functions and supporting narratives, narrative paragraphs with functions parenthetically referenced, or a listing of each function with supporting narrative.**

* 2a - The teacher leader assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning
* 2b – The teacher leader facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning
* 3e – The teacher leader works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning.
* 4a – The teacher leader facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture
* 5a – The teacher leader increases the capacity of colleagues to identify and use multiple assessment tools aligned with state and local standards.
* 5b – The teacher leader collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning.
* 5c – The teacher leader creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues.
* 5d – The teacher leader works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning

### CNA Component B: Using information from research and class instruction, candidates will facilitate a group of stakeholders to design a sound, research-based process for conducting the district level CNA.

### Candidates will submit a narrative with supporting evidence demonstrating facilitation of a group of stakeholders to conduct a comprehensive assessment of the district. Work of the group and evidence submitted will result in the following:

* Clarification of the purpose of the needs assessment
* Identification of the target population(s) of the needs assessment
* Determination of the methodology for the assessment
* Choice and/or design of appropriate survey instruments
* Collection of data from a variety of sources
* Analysis of the data to determine strengths, areas for improvement, and potential root causes

### Candidates will include in the narrative supporting evidence demonstrating facilitation of a group of faculty members to include a comprehensive survey of available data sources in completion of the district level CNA. Work of the group and evidence submitted will, at a minimum, include in the following:

* Demographic data
* Perceptual data
* Student achievement data
* Teacher quality data
* School processes and program data
* Stakeholder engagement data

### **In addition to the above evidence, the candidate will prepare a summary statement noting how the component narrative and its supporting evidence meet the component’s aligned functions of the Teacher Leader Model Standards (listed below). This summary statement can be submitted in the format of the candidate’s choosing, including, but not limited to, a table with functions and supporting narratives, narrative paragraphs with functions parenthetically referenced, or a listing of each function with supporting narrative.**

* 2a - The teacher leader assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning
* 2b – The teacher leader facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning
* 3e – The teacher leader works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning.
* 5a – The teacher leader increases the capacity of colleagues to identify and use multiple assessment tools aligned with state and local standards.
* 5b – The teacher leader collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning.
* 5c – The teacher leader creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues.
* 5d – The teacher leader works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning

The alignment with Teacher Leader Model Standards (TLMS) described above can be viewed in the following table:

|  |  |  |
| --- | --- | --- |
| EVIDENCE ALIGNMENT  Comprehensive Needs Assessment (CNA) | | |
| **TLMS Functions** | **CNA A:**  **School level analysis** | **CNA B:**  **District level analysis** |
| 2a | X | X |
| 2b | X | X |
| 3e | X | X |
| 4a | X | X |
| 5a | X | X |
| 5b | X | X |
| 5c | X | X |
| 5d | X | X |

Organizational Analysis (OA)

# **Description**

The OA is a systematic process to acquire an accurate, thorough picture of the strengths and weaknesses of a school community that can be used in response to the various needs of learners. Contrasted with the CNA, the OA takes a more qualitative research approach to examine internal and external systems and processes and apply organizational metaphors to arrive at a deeper understanding of the work site. The OA is a process that collects and examines information about school-wide issues and then utilizes that data to determine priority goals, examine root causes, develop a plan for improvement, and allocate funds and resources.

The Organizational Analysis is designed in two parts: a qualitative analysis of the school site completed during the first semester as a complement to the school CNA and a reflection on the school site impact of completion of evidences in the final semester of coursework. The OA is a process and a product. Candidates will learn the process for the successful completion of an Organizational Analysis as well as integral components. In the OA, candidates will demonstrate and apply knowledge of the processes of gathering data from a variety of sources to support continuous improvement and of assessing impact of site level initiatives. Component A of the OA will align with and support action plans for EDCI projects while Component B will assess the implementation and resulting impact of these projects.

## Component A: Organizational Analysis

This analysis is completed at a school site in the first semester of coursework and aligns with the following Teacher Leader Model Standards: 2a, 2b, 3e, 4a, 5a, 5b, 5c, and 5d. With successful completion of Component A of the OA, candidates will demonstrate their knowledge and application of both the content of the OA and also the process of the analysis. The completed OA will include identification of potential opportunities for advocacy for the teaching profession and for policies that benefit student learning.

## Component B: Analysis of Impact

This analysis is completed in the final semester of coursework and aligns with the following Teacher Leader Model Standards (TLMS): 1a, 1c, 2a, 2b, 2d, 3e, 4c, 4d, 5c, 5d, and 6e. It involves assessing and reporting site level impact of the various action plans developed and implemented within various evidences. The candidate will also report on any completed opportunities of advocating for student learning and the profession and identify future advocacy opportunities.

# Organizational Analysis (OA)

## Proficiency Checklist

In order to meet requirements in the OA, the candidate will submit evidence of the following:

### OA Component A: Using information from research and class instruction, candidates will facilitate a group of faculty members to design a sound, research-based process for conducting the school level OA.

### Candidates will submit a narrative with supporting evidence demonstrating facilitation of a group of faculty members to conduct a comprehensive assessment of the school. Work of the group and evidence submitted will result in the following:

* Detailed analysis of the school and its context, both internally and externally
* Detailed analysis of organizational structures, management routines, and daily operations
* Detailed analysis of the degree and involvement and participation of school personnel in making budget recommendations and decisions
* Determination of the degree of inclusion of the School Improvement Team in budget and resource decisions
* Determination of opportunities for advocacy within the organization
* Connections to course readings
* Connections to Morgan’s (2006) organizational metaphors (candidates beginning in a fall cohort)

### **In addition to the above evidence, the candidate will prepare a summary statement noting how the component narrative and its supporting evidence meet the component’s aligned functions of the Teacher Leader Model Standards (listed below). This summary statement can be submitted in the format of the candidate’s choosing, including, but not limited to, a table with functions and supporting narratives, narrative paragraphs with functions parenthetically referenced, or a listing of each function with supporting narrative.**

* 2a - The teacher leader assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning
* 2b – The teacher leader facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning
* 3e – The teacher leader works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning.
* 4a – The teacher leader facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture
* 5a – The teacher leader increases the capacity of colleagues to identify and use multiple assessment tools aligned with state and local standards.
* 5b – The teacher leader collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning.
* 5c – The teacher leader creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues.
* 5d – The teacher leader works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning
* 7a - Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning
* 7b - Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students
* 7c - Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members
* 7d - Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals
* 7e - Represents and advocates for the profession in contexts outside of the classroom

### OA Component B: Using information from research and class instruction, candidates will facilitate a group of faculty members assessing organizational impact of various initiatives implemented at the site during program evidence implementation.

### Candidates will submit a narrative with supporting evidence demonstrating facilitation of a group of faculty members to conduct a comprehensive assessment of site level impact. Work of the group and evidence submitted will result in the following:

* Detailed assessment of progress on site-level goals identified through various action plans
* Reflection on intended and unintended site-level consequences of completion of evidences
* Description of changes in the school and its context as a result of completion of evidences
* A report of advocacy initiatives completed
* A plan for future advocacy based on the analysis of impact
* Connections to course readings
* Connections to Morgan’s (2006) organizational metaphors (candidates beginning in a spring cohort)

### **In addition to the above evidence, the candidate will prepare a summary statement noting how the component narrative and its supporting evidence meet the component’s aligned functions of the Teacher Leader Model Standards (listed below). This summary statement can be submitted in the format of the candidate’s choosing, including, but not limited to, a table with functions and supporting narratives, narrative paragraphs with functions parenthetically referenced, or a listing of each function with supporting narrative.**

* 1a – The teacher leader utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change
* 1c – The teacher leader employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning
* 2a - The teacher leader assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning
* 2b – The teacher leader facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning
* 3e – The teacher leader works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning.
* 4c – The teacher leaders supports colleagues’ individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator
* 4d – The teacher leader serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs
* 5c – The teacher leader creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues
* 5d – The teacher leader works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning
* 6e - Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community
* 7a - Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning
* 7b - Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students
* 7c - Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members
* 7d - Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals
* 7e - Represents and advocates for the profession in contexts outside of the classroom

The alignment with Teacher Leader Model Standards (TLMS) described above can be viewed in the following table:

|  |  |  |
| --- | --- | --- |
| **EVIDENCE ALIGNMENT**  **Organizational Analysis (OA)** | | |
| **TLMS Functions** | **OA A:**  **School level analysis** | **OA B:**  **Analysis of impact** |
| 1a |  | X |
| 1c |  | X |
| 2a | X | X |
| 2b | X | X |
| 2d |  | X |
| 3e | X | X |
| 4a | X |  |
| 4c |  | X |
| 4d |  | X |
| 5a | X |  |
| 5b | X |  |
| 5c | X | X |
| 5d | X | X |
| 6e |  | X |
| 7a | X | X |
| 7b | X | X |
| 7c | X | X |
| 7d | X | X |
| 7e | X | X |

Stakeholder Engagement Project (SEP)

# **Description**

This project includes analysis of current level of stakeholder engagement (school level CNA component), recommendations for improvement, and an action plan to facilitate that improvement in EDCI 700 (fall start cohort) or EDCI 704 (spring start cohort). Candidates will continue work on this project to implement their action plan in EDCI 702 (fall start cohort) or EDCI 706 (spring start cohort). Candidates will evaluate the implementation and make recommendations for district/state implementation. A summary report of implementation and recommendations will be submitted in EDCI 704 (fall start cohort) or EDCI 708 (spring start cohort).

Candidates will collaborate on the development of an action plan to address gaps in stakeholder engagement based on a comprehensive needs assessment, implement that action plan, evaluate that action plan, and make recommendations for district/state implementation based on the outcome of the evaluation.

## Component A: Analysis and Action Plan

This component of the project is completed in EDCI 700 (fall start cohort) or EDCI 704 (spring start cohort) and aligns with the following Teacher Leader Model Standards: 2a, 4a, 5d, 6a, 6b, 6c, 6d, 6e, and 7c. Using information from the site level CNA, candidates will analyze stakeholder engagement and determine areas for improvement. Candidates will then lead a representative group of stakeholders to develop an action plan to address one or more of these areas. This process includes prioritizing needs, setting short-term and long-term goals, determining action steps to meet these goals, assigning responsible parties to complete action steps, determining both human and fiscal resources necessary to meet goals, determining methods of evaluating goals, and setting a timeline for completion of the action plan.

## Component B: Implement Action Plan

This component of the project is completed in EDCI 702 (fall start cohort) or EDCI 706 (spring start cohort) and aligns with the following Teacher Leader Model Standards: 1a, 1b, 1c, 1d, 1e, 2b, 6a, 6b, 6c, 6d, 6e, and 7c. Using the action plan created in Component A, candidates will implement the action plan to attempt to improve one or more areas of stakeholder engagement. Candidates will keep a process journal throughout this component of the project to track progress. Candidates also need to address how they are meeting the Teacher Leader Model Standards addressed in this evidence throughout the process journal.

## Component C: Report and Recommendations

This component of the project is completed in EDCI 704 (fall start cohort) or EDCI 708 (spring start cohort) and aligns with the following Teacher Leader Model Standards: 1b, 2b, 2c, 4a, 4f, 5d, 6e, 7a, 7b, 7c, 7d, and 7e. Using the action plan implemented in Component B, candidates will evaluate the success of the implementation of the action plan and make recommendations to the site and district/state based on the evaluation. Candidates will determine a method of evaluation, conduct the evaluation, analyze the results of the evaluation, and compose recommendations to the district/state based on the results. Candidates will present a summary document of the implementation process and recommendations.

# Stakeholder Engagement Project (SEP)

## Proficiency Checklist

In order to meet requirements in the SEP, the candidate should submit evidence of the following:

### SEP Component A: Using information from the school level CNA, candidates will analyze stakeholder engagement and determine areas for improvement and develop an action plan that addresses these areas in collaboration with a representative stakeholder group.

### Candidates will submit an analysis of stakeholder engagement and an action plan to address areas of need. Explanatory narrative will accompany both the analysis and the action plan. Work of the group and evidence submitted will result in the following:

* Thorough analysis of the stakeholder engagement data collected as part of the CNA
* Determination of areas of improvement based on evidence
* Research-based strategies to address the areas enumerated
* Prioritization of strategies to address needs
* Short- and long-term goals
* Action steps to meet goals
* Human and fiscal resources identified within action plan
* Assignment of responsible parties to complete action steps
* Method of evaluating action steps/goals
* Timeline for implementation

### **In addition to the above evidence, the candidate will prepare a summary statement noting how the component narrative and its supporting evidence meet the component’s aligned functions of the Teacher Leader Model Standards (listed below). This summary statement can be submitted in the format of the candidate’s choosing, including, but not limited to, a table with functions and supporting narratives, narrative paragraphs with functions parenthetically referenced, or a listing of each function with supporting narrative.**

* 2a - The teacher leader assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning
* 4a – The teacher leader Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture
* 5d – The teacher leader Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning
* 6a - Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community
* 6b - Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances
* 6c - Facilitates colleagues’ self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students
* 6d - Develops a shared understanding among colleagues of the diverse educational needs of families and the community
* 6e - Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community
* 7c – The teacher leader collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members

### SEP Component B: Using the action plan written in Component A, candidates will implement the action plan at their site.

### Candidates will submit a process journal with supporting evidence demonstrating implementation of the action plan. Work of the candidate and evidence submitted should result in the following:

* Evidence of systematic implementation of the action plan
* Evidence of progress toward meeting the associated Teacher Leader Model Standards
* Each entry will contain, at a minimum, a description of what happened, why it happened, the impact it had on the implementation process, and potential impact on the candidate’s site

### **In addition to the above evidence, the candidate will prepare a summary statement noting how the component narrative and its supporting evidence meet the component’s aligned functions of the Teacher Leader Model Standards (listed below). This summary statement can be submitted in the format of the candidate’s choosing, including, but not limited to, a table with functions and supporting narratives, narrative paragraphs with functions parenthetically referenced, or a listing of each function with supporting narrative.**

* 1a – The teacher leader utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change
* 1b – The teacher leader models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning
* 1c – The teacher leader employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning
* 1d – The teacher leader strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges
* 1e - Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues
* 2b – The teacher leader facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning
* 6a - Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community
* 6b - Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances
* 6c - Facilitates colleagues’ self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students
* 6d - Develops a shared understanding among colleagues of the diverse educational needs of families and the community
* 6e - Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community
* 7c – The teacher leader collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members

### SEP Component C: Using the action plan implemented in Component B, candidates will evaluate the impact of the implementation and make recommendations to the district/state based on the findings.

### Candidates will submit a narrative with supporting evidence summarizing the implementation and recommendations. Evidence submitted should demonstrate the following:

* Thorough evaluation of the impact of the action plan implementation
* Summary of findings based on the implementation of the action plan
* Recommendations to the district/state based on the findings of the evaluation

### **In addition to the above evidence, the candidate will prepare a summary statement noting how the component narrative and its supporting evidence meet the component’s aligned functions of the Teacher Leader Model Standards (listed below). This summary statement can be submitted in the format of the candidate’s choosing, including, but not limited to, a table with functions and supporting narratives, narrative paragraphs with functions parenthetically referenced, or a listing of each function with supporting narrative.**

* 1b – The teacher leader models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning
* 2b – The teacher leader facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning
* 2c - Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues
* 4a – The teacher leader Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture
* 4f – The teacher leader promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction
* 5d – The teacher leader works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning
* 6e - Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community
* 7a – The teacher leader Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning
* 7b – The teacher leader works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students
* 7c – The teacher leader collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members
* 7d - Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals
* 7e - Represents and advocates for the profession in contexts outside of the classroom

The alignment with Teacher Leader Model Standards (TLMS) described above can be viewed in the following table:

|  |  |  |  |
| --- | --- | --- | --- |
| **EVIDENCE ALIGNMENT:**  **Stakeholder Engagement Project (SEP)** | | | |
| TLMS Functions | SEP A:  Data analysis and action plan | SEP B:  School level implementation | SEP C:  Report and school and district level recommendations |
| 1a |  | X |  |
| 1b |  | X | X |
| 1c |  | X |  |
| 1d |  | X |  |
| 1e |  | X |  |
| 2a | X |  |  |
| 2b |  | X | X |
| 2c |  |  | X |
| 4a | X |  | X |
| 4f |  |  | X |
| 5d | X |  | X |
| 6a | X | X |  |
| 6b | X | X |  |
| 6c | X | X |  |
| 6d | X | X |  |
| 6e | X | X | X |
| 7a |  |  | X |
| 7b |  |  | X |
| 7c | X | X | X |
| 7d |  |  | X |
| 7e |  |  | X |

Program Evaluation (PE)

# **Description**

This project consists of planning and conducting an evaluation of a program that has an impact on curriculum. Candidates will be introduced to multiple program evaluation models, develop a proposal for an evaluation project, conduct a program evaluation, and report on the results including recommendations for site and district level decision-making and improvement. For some candidates, this project may serve as a pilot study for their dissertation project.

## Component A: Initial Plan

This component of the project is completed in EDCI 702 (both cohorts) and aligns with the following Teacher Leader Model Standards: 2b, 2d, and 4a. Using information from the site and district level CNAs, candidates will select a program for evaluation. Utilizing one of the program evaluation models introduced in EDCI 702, candidates will clearly describe the program being evaluated, provide a rationale for the evaluation based on identified needs, and provide an initial plan for evaluating the designated program. This initial plan will demonstrate understanding of the selected program evaluation model and the appropriateness of its use with relation to the identified program to be evaluated.

## Component B: Final Plan

This component of the project is completed in EDCI 704 (both cohorts) and aligns with the following Teacher Leader Model Standards: 2b, 2d, 4a and 7a. Building on the initial program evaluation plan begun in Component A, the candidate will finalize the program evaluation plan for implementation in Component C. This finalized plan will include: a clear description of the program and a rationale for its evaluation based on identified needs informed by data; clearly identified program evaluation goals and objectives aligned to an overall purpose for the program evaluation; clearly stated evaluation questions that are measurable, feasible, valid, and fair; a plan for data collection procedures in place; a description of data analysis procedures appropriate for the evaluation questions; and plans for presenting the completed program evaluation to interested stakeholders.

## Component C: Implementation

This component of the project is completed in EDCI 706 (both cohorts) and aligns with the following Teacher Leader Model Standards: 2b, 4a, 4b, 5a, 5b, 5c, 5d, 7a, 7b, and 7c. Using the program evaluation plan designed in Components A and B, candidates will conduct the planned evaluation of the identified program. The report of this implementation process will include: a clear description of the program and a rationale for its evaluation based on identified needs informed by data; clearly identified program evaluation goals and objectives connected to an overall purpose for the program evaluation; clearly stated evaluation questions that are measurable, feasible, valid, and fair; a description of the actual data collection process and how it aligned or did not align to the final plan; an analysis of the data collected; an explanation of limitations and delimitations of the program evaluation; recommendations for policy, program improvement, and further research; and evidence of presenting the completed program evaluation to interested stakeholders.

# Program Evaluation (PE)

## Proficiency Checklist

In order to meet requirements in the PE, the candidate should submit evidence of the following:

### PE Component A: Using information from the site and district level CNAs, candidates will select a program for evaluation and create an initial plan for a program evaluation.

### Candidates will submit a narrative with supporting evidence demonstrating program evaluation planning. Evidence submitted should demonstrate the following:

* Description of the program to be evaluated
* Rationale for evaluation based on identified needs
* Description of the selected program evaluation model
* Description of the appropriateness of the selected program evaluation model with relation to the identified program to be evaluated

### **In addition to the above evidence, the candidate will prepare a summary statement noting how the component narrative and its supporting evidence meet the component’s aligned functions of the Teacher Leader Model Standards (listed below). This summary statement can be submitted in the format of the candidate’s choosing, including, but not limited to, a table with functions and supporting narratives, narrative paragraphs with functions parenthetically referenced, or a listing of each function with supporting narrative.**

* 2b – The teacher leader facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning
* 2d – The teacher leader teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning
* 4a – The teacher leader facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture

### PE Component B: Building on the initial program evaluation plan begun in Component A, the candidate will finalize the program evaluation plan for implementation in Component C.

### Candidates will submit a narrative with supporting evidence demonstrating program evaluation planning. Evidence submitted should demonstrate the following:

* Description of the program to be evaluated
* Rationale for evaluation based on identified needs
* Statement of overall purpose for the program evaluation
* Clearly identified program evaluation goals and objectives aligned with the overall purpose
* Clearly stated evaluation questions that are measurable, feasible, valid, and fair
* Plan for data collection procedures
* Description of data analysis procedures appropriate for the evaluation questions
* Plans for presenting the completed program evaluation to interested stakeholders

### **In addition to the above evidence, the candidate will prepare a summary statement noting how the component narrative and its supporting evidence meet the component’s aligned functions of the Teacher Leader Model Standards (listed below). This summary statement can be submitted in the format of the candidate’s choosing, including, but not limited to, a table with functions and supporting narratives, narrative paragraphs with functions parenthetically referenced, or a listing of each function with supporting narrative.**

* 2b – The teacher leader facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning
* 2d – The teacher leader teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning
* 4a – The teacher leader facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture
* 7a – The teacher leader shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning

### PE Component C: Using the program evaluation plan designed in Component B, candidates will conduct the planned evaluation of the identified program.

### Candidates will submit a narrative with supporting evidence demonstrating program evaluation implementation. Evidence submitted should demonstrate the following:

* Description of the program to be evaluated
* Rationale for evaluation based on identified needs
* Statement of overall purpose for the program evaluation
* Clearly identified program evaluation goals and objectives aligned with the overall purpose
* Clearly stated evaluation questions that are measurable, feasible, valid, and fair
* Description of the actual data collection process and how it aligned or did not align to the final plan
* Analysis of the data collected
* Explanation of limitations and delimitations of the program evaluation’
* Recommendations for policy, program improvement, and further research
* Evidence of presenting the completed program evaluation to interested stakeholders

### **In addition to the above evidence, the candidate will prepare a summary statement noting how the component narrative and its supporting evidence meet the component’s aligned functions of the Teacher Leader Model Standards (listed below). This summary statement can be submitted in the format of the candidate’s choosing, including, but not limited to, a table with functions and supporting narratives, narrative paragraphs with functions parenthetically referenced, or a listing of each function with supporting narrative.**

* 2b – The teacher leader facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning
* 4a – The teacher leader facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture
* 4b – The teacher leader engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices
* 5a – The teacher leader increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards
* 5b – The teacher leader collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning
* 5c – The teacher leader creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues
* 5d – The teacher leader works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning
* 7a – The teacher leader shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning
* 7b – The teacher leader works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students
* 7c – The teacher leader collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members

The alignment with Teacher Leader Model Standards (TLMS) described above can be viewed in the following table:

|  |  |  |  |
| --- | --- | --- | --- |
| **EVIDENCE ALIGNMENT:**  **Program Evaluation (PE)** | | | |
| **TLMS Functions** | **PE A:**  **Initial Plan** | **PE B:**  **Final Plan** | **PE C: Implementation** |
| 2b | X | X | X |
| 2d | X | X |  |
| 4a | X | X | X |
| 4b |  |  | X |
| 5a |  |  | X |
| 5b |  |  | X |
| 5c |  |  | X |
| 5d |  |  | X |
| 7a |  | X | X |
| 7b |  |  | X |
| 7c |  |  | X |

Professional Learning Project (PLP)

# **Description**

This project includes multiple components for improving district professional learning based on identified district needs. Candidates will: create an action plan for professional learning based on the district Comprehensive Needs Assessment; create an action plan for improving effectiveness of PLC implementation; implement the PLC action plan; and develop and publish a Professional Learning Module.

## Component A: Professional Learning Action Plan

This component of the project is completed in EDCI 702 (fall start cohort) or EDCI 704 (spring start cohort) and aligns with the following Teacher Leader Model Standards: 1b, 2b, 3a, 3b, 4a, 4b, 4e, 4f, 5a, 6c, and 7b. Using information from the district level CNA, candidates will facilitate a group of colleagues to develop an action plan for improving district professional learning. This process includes prioritizing needs, setting short-term and long-term goals, determining action steps to meet these goals, assigning responsible parties to complete action steps, determining both human and fiscal resources necessary to meet goals, determining methods of evaluating goals, and setting a timeline for completion of the action plan.

## Component B: Professional Learning Community (PLC) Action Plan

This component of the project is completed in EDCI 706 (both cohorts) and aligns with the following Teacher Leader Model Standards: 1a, 1b, 1c, 1d, 2a, 2b, 2d, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 4a, 4b, 4c, 4d, 4e, 4f, 5a, 5b, 5c, 5d, 7b, and 7c. The candidate, working with colleagues, will further develop and refine the Professional Learning Action Plan (PLP Component A) to specifically focus on impacting the effectiveness of PLCs at the site/district level. This process includes prioritizing needs, setting short-term and long-term goals, determining action steps to meet these goals, assigning responsible parties to complete action steps, determining both human and fiscal resources necessary to meet goals, determining methods of evaluating goals, and setting a timeline for completion of the action plan.

## Component C: PLC Facilitation

This component of the project is completed in EDCI 708 (both cohorts) and aligns with the following Teacher Leader Model Standards: 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2d, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 4a, 4b, 4c, 4d, 4e, 4f, 5b, 5c, 5d, 7b, and 7c. Using the PLC Action Plan (PLP Component B), the candidate will work with colleagues to implement the PLC action plan and evaluate actions completed. Candidates will keep a process journal throughout this component of the project to track progress. Candidates also need to address how they are meeting the Teacher Leader Model Standards addressed in this evidence throughout the process journal. Candidates will determine a method of evaluation, conduct the evaluation, analyze the results of the evaluation, and compose recommendations to the district/state based on the results. Candidates will present a summary document of the implementation process and recommendations.

## Component D: Creation of Professional Learning Module

This component of the project is completed in EDCI 710 (both cohorts) and aligns with the following Teacher Leader Model Standards: 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 4a, 4b, 4c, 4d, 4e, 4f, 5a, 5b, 5c, 5d, 6c, 6d, 7a, 7b, and 7d. Using the Professional Learning Action Plan (PLP Component A), candidates will identify a need that can be impacted through professional learning, and design and publish a Professional Learning Module addressing that need. This module will be modeled on a cycle of inquiry developed by the [Committee on Developments in the Science of Learning](https://www.nap.edu/openbook.php?isbn=0309070368" \t "_blank) and consist of challenge, initial thoughts, perspectives and resources, assessment and wrap up. After publication, candidates will evaluate colleagues’ professional learning modules for effective curriculum construction and design principles.

# Professional Learning Project (PLP)

## Proficiency Checklist

In order to meet requirements in the CDP, the candidate should submit evidence of the following:

### PLP Component A: Using information from the district level CNA, candidates will facilitate a group of colleagues to develop an action plan for improving district professional learning.

### Candidates will submit an analysis of professional learning and an action plan to address areas of need. Explanatory narrative will accompany both the analysis and the action plan. Work of the group and evidence submitted will result in the following:

* Thorough analysis of the professional learning data collected as part of the CNA
* Determination of areas of improvement based on evidence
* Research-based strategies to address the areas enumerated
* Prioritization of strategies to address needs
* Short- and long-term goals
* Action steps to meet goals
* Human and fiscal resources identified within action plan
* Assignment of responsible parties to complete action steps
* Method of evaluating action steps/goals
* Timeline for implementation

### **In addition to the above evidence, the candidate will prepare a summary statement noting how the component narrative and its supporting evidence meet the component’s aligned functions of the Teacher Leader Model Standards (listed below). This summary statement can be submitted in the format of the candidate’s choosing, including, but not limited to, a table with functions and supporting narratives, narrative paragraphs with functions parenthetically referenced, or a listing of each function with supporting narrative.**

* 1b – The teacher leader models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning
* 2b – The teacher leader facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning
* 3a – The teacher leader collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals
* 3b – The teacher leader uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning
* 4a – The teacher leader Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture
* 4b – The teacher leader engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices
* 4e – The teacher leader uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe
* 4f – The teacher leader promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction
* 5a – The teacher leader increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards
* 6c – The teacher leader facilitates colleagues’ self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students
* 7b – The teacher leader works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students

### PLP Component B: The candidate, working with colleagues, will further develop and refine the Professional Learning Action Plan (PLP Component A) to specifically focus on impacting the effectiveness of PLCs at the site/district level.

### Candidates will submit an analysis of PLC implementation and an action plan to address areas of need. Explanatory narrative will accompany both the analysis and the action plan. Work of the group and evidence submitted will result in the following:

* Thorough analysis of the PLC effectiveness data
* Determination of areas of improvement based on evidence
* Research-based strategies to address the areas enumerated
* Prioritization of strategies to address needs
* Short- and long-term goals
* Action steps to meet goals
* Human and fiscal resources identified within action plan
* Assignment of responsible parties to complete action steps
* Method of evaluating action steps/goals
* Timeline for implementation

### **In addition to the above evidence, the candidate will prepare a summary statement noting how the component narrative and its supporting evidence meet the component’s aligned functions of the Teacher Leader Model Standards (listed below). This summary statement can be submitted in the format of the candidate’s choosing, including, but not limited to, a table with functions and supporting narratives, narrative paragraphs with functions parenthetically referenced, or a listing of each function with supporting narrative.**

* 1a – The teacher leader utilizes group processes to help colleagues1 work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change
* 1b – The teacher leader models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning
* 1c – The teacher leader employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning
* 1d – The teacher leader strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges
* 2a – The teacher leader assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning
* 2b – The teacher leader facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning
* 2d – The teacher leader teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning
* 3a – The teacher leader collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals
* 3b – The teacher leader uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning
* 3c – The teacher leader facilitates professional learning among colleagues
* 3d – The teacher leader identifies and uses appropriate technologies to promote collaborative and differentiated professional learning
* 3e – The teacher leader works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning
* 3f – The teacher leader advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning
* 3g – The teacher leader provides constructive feedback to colleagues to strengthen teaching practice and improve student learning
* 3h – The teacher leader uses information about emerging education, economic, and social trends in planning and facilitating professional learning
* 4a – The teacher leader facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture
* 4b – The teacher leader engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices
* 4c – The teacher leaders supports colleagues’ individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator
* 4d – The teacher leader serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs
* 4e – The teacher leader uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe
* 4f – The teacher leader promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction
* 5a – The teacher leader increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards
* 5b – The teacher leader collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning
* 5c – The teacher leader creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues
* 5d – The teacher leader works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student
* 7b – The teacher leader works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students
* 7c – The teacher leader collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members

### PLP Component C: Using the PLC Action Plan (PLP Component B), the candidate will work with colleagues to implement the PLC action plan and evaluate actions completed.

### Candidates will submit a process journal with supporting evidence demonstrating implementation of the action plan. Work of the candidate and evidence submitted should result in the following:

* Evidence of systematic implementation of the action plan
* Evidence of progress toward meeting the associated Teacher Leader Model Standards
* Each entry will contain, at a minimum, a description of what happened, why it happened, the impact it had on the implementation process, and potential impact on the candidate’s site
* Thorough evaluation of the impact of completed steps of action plan implementation
* Summary of findings based on the implementation of the action plan
* Recommendations to the district/state based on the findings of the evaluation

### **In addition to the above evidence, the candidate will prepare a summary statement noting how the component narrative and its supporting evidence meet the component’s aligned functions of the Teacher Leader Model Standards (listed below). This summary statement can be submitted in the format of the candidate’s choosing, including, but not limited to, a table with functions and supporting narratives, narrative paragraphs with functions parenthetically referenced, or a listing of each function with supporting narrative.**

* 1a – The teacher leader utilizes group processes to help colleagues1 work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change
* 1b – The teacher leader models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning
* 1c – The teacher leader employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning
* 1d – The teacher leader strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges
* 1e – The teacher leader uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues
* 2a – The teacher leader assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning
* 2b – The teacher leader facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning
* 2d – The teacher leader supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues
* 3a – The teacher leader collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals
* 3b – The teacher leader uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning
* 3c – The teacher leader facilitates professional learning among colleagues
* 3d – The teacher leader identifies and uses appropriate technologies to promote collaborative and differentiated professional learning
* 3e – The teacher leader works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning
* 3f – The teacher leader advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning
* 3g – The teacher leader provides constructive feedback to colleagues to strengthen teaching practice and improve student learning
* 3h – The teacher leader uses information about emerging education, economic, and social trends in planning and facilitating professional learning
* 4a – The teacher leader facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture
* 4b – The teacher leader engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices
* 4c – The teacher leaders supports colleagues’ individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator
* 4d – The teacher leader serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs
* 4e – The teacher leader uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe
* 4f – The teacher leader promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction
* 5b – The teacher leader collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning
* 5c – The teacher leader creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues
* 5d – The teacher leader works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning
* 7b – The teacher leader works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students
* 7c – The teacher leader collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members

### PLP Component D: Using the Professional Learning Action Plan (PLP Component A), candidates will identify a need that can be impacted through professional learning, and design and publish a Professional Learning Module addressing that need.

### As part of a collaborative team, candidates will publish a Professional Learning Module based on a cycle of inquiry developed by the [Committee on Developments in the Science of Learning](https://www.nap.edu/openbook.php?isbn=0309070368" \t "_blank) and consist of challenge, initial thoughts, perspectives and resources, assessment and wrap up. After publication, candidates will evaluate colleagues’ professional learning modules for effective curriculum construction and design principles. Work of the candidate and evidence submitted should result in the following:

* Rationale for topic selection based on identified district needs
* Goals and objectives aligned to rationale and module components
* An engaging, realistic, and relevant challenge for the adult learner
* An initial thoughts section consisting of questions allowing the adult learner to explore and consider prior knowledge and aligned to the module goals and objectives
* A perspectives and resources section aligned to module goals and objectives, varied in presentation, and research-based
* An assessment section considering various cognitive processes and aligned to the perspectives and resources presented
* A wrap-up section summarizing information presented and asking the learner to reconsider their initial thoughts on the challenge
* Material and experiences that are learner centered, knowledge centered, assessment centered, and community centered (Committee on Developments in the Science of Learning, 2000)

### **In addition to the above evidence, the candidate will prepare a summary statement noting how the component narrative and its supporting evidence meet the component’s aligned functions of the Teacher Leader Model Standards (listed below). This summary statement can be submitted in the format of the candidate’s choosing, including, but not limited to, a table with functions and supporting narratives, narrative paragraphs with functions parenthetically referenced, or a listing of each function with supporting narrative.**

* 1a – The teacher leader utilizes group processes to help colleagues1 work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change
* 1b – The teacher leader models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning
* 1c – The teacher leader employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning
* 1d – The teacher leader strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges
* 1e – The teacher leader uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues
* 2a – The teacher leader assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning
* 2b – The teacher leader facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning
* 2d – The teacher leader supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues
* 3a – The teacher leader collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals
* 3b – The teacher leader uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning
* 3c – The teacher leader facilitates professional learning among colleagues
* 3d – The teacher leader identifies and uses appropriate technologies to promote collaborative and differentiated professional learning
* 3e – The teacher leader works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning
* 3f – The teacher leader advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning
* 3g – The teacher leader provides constructive feedback to colleagues to strengthen teaching practice and improve student learning
* 3h – The teacher leader uses information about emerging education, economic, and social trends in planning and facilitating professional learning
* 4a – The teacher leader facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture
* 4b – The teacher leader engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices
* 4c – The teacher leaders supports colleagues’ individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator
* 4d – The teacher leader serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs
* 4e – The teacher leader uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe
* 4f – The teacher leader promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction
* 5b – The teacher leader collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning
* 5c – The teacher leader creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues
* 5d – The teacher leader works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning
* 7b – The teacher leader works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students
* 7c – The teacher leader collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members

The alignment with Teacher Leader Model Standards (TLMS) described above can be viewed in the following table:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **EVIDENCE ALIGNMENT:**  **Professional Learning Project (PLP)** | | | | |
| TLMS Functions | PLP A:  Professional learning action plan | PLP B:  Professional learning community (PLC) action plan | PLP C:  PLC facilitation | PLP D: Creation of professional learning module |
| 1a |  | X | X | X |
| 1b | X | X | X | X |
| 1c |  | X | X | X |
| 1d |  | X | X | X |
| 1e |  |  | X | X |
| 2a |  | X | X | X |
| 2b | X | X | X | X |
| 2d |  | X | X | X |
| 3a | X | X | X | X |
| 3b | X | X | X | X |
| 3c |  | X | X | X |
| 3d |  | X | X | X |
| 3e |  | X | X | X |
| 3f |  | X | X | X |
| 3g |  | X | X | X |
| 3h |  | X | X | X |
| 4a | X | X | X | X |
| 4b | X | X | X | X |
| 4c |  | X | X | X |
| 4d |  | X | X | X |
| 4e | X | X | X | X |
| 4f | X | X | X | X |
| 5a | X | X |  |  |
| 5b |  | X | X | X |
| 5c |  | X | X | X |
| 5d |  | X | X | X |
| 6c | X |  |  |  |
| 7b | X | X | X | X |
| 7c |  | X | X | X |

### **References**

Committee on Developments in the Science of Learning. (2000). *How people learn: Brain, mind, experience, and school.* Atlanta, GA: National Academies Press.

Curriculum Design Project (CDP)

# **Description**

This project consists of facilitating faculty members in developing and implementing a rigorous curricular unit of study according to guidelines and process set forth by Ainsworth (2011). The unit will be based on identified district needs and will align standards, instruction, and assessment. Candidates will: ensure that the unit is built on a strong curricular foundation through work with standards and district data; facilitate a group to design at least one curricular unit from start to finish; and support the group in implementing and reflecting on a unit they have designed.

## Component A: Plan with a Strong Foundation

This component of the project is completed in EDCI 704 (fall start cohort) or EDCI 708 (spring start cohort) and aligns with the following Teacher Leader Model Standards: 2a, 2b, 2d, 3c, 4a, 5d, and 7a. Using information from the district level CNA, candidates will facilitate a group of faculty members to ensure that the unit is built on a strong curricular foundation. This process includes prioritizing and aligning standards, naming units of study, assigning priority and supporting standards, preparing a pacing calendar, and constructing a unit-planning organizer.

## Component B: Design Unit

This component of the project is completed in EDCI 706 (fall start cohort) or EDCI 710 (spring start cohort) and aligns with the following Teacher Leader Model Standards: 1a, 1b, 1c, 1d, 2a, 2b, 3a, 4a, 4b, 4c, 4d, 4e, 4f, 5a, 5b, 7a, and 7b. Using the planning process begun in building the unit foundation, candidates will facilitate a group of faculty members to design at least one curricular unit from start to finish. The design product will include: “unwrapping” the unit priority standards; creating a graphic organizer displaying “unwrapped” concepts and skills; deciding big ideas and essential questions; creating an end-of-unit assessment; creating a unit pre-assessment; identifying additional vocabulary terms, interdisciplinary connections, and 21st century learning skills; planning engaging learning experiences; gathering resource materials; selecting high-impact instructional strategies; detailing the unit planning organizer; creating informal progress-monitoring checks; and writing the weekly plan/designing the daily lessons.

## Component C: Implementation and Assessment

This component of the project is completed in EDCI 708 (fall start cohort) or EDCI 700 (spring start cohort) and aligns with the following Teacher Leader Model Standards: 1a, 1b, 1c, 1d, 2b, 2d, 3g, 4a, 4b, 4c, 4d, 4e, 4f, 5a, 5b, 5c, and 5d. Using the unit designed in Component B, candidates will support one or more faculty members in implementing the unit. This implementation process includes: introducing the unit of study to students; administering the unit pre-assessment; scoring and analyzing student data; deciding how to differentiate instruction; beginning to teach the unit; administering progress-monitoring checks; differentiating instruction based on progress-monitoring checks; scheduling a mid-unit evaluation of instructional strategies; continuing to teach the unit; continuing to modify and adjust instruction; administering an end-of-unit assessment; scoring and analyzing data; enriching, remediating, and intervening; and reflecting on the implementation process.

# Curriculum Design Project (CDP)

## Proficiency Checklist

In order to meet requirements in the CDP, the candidate should submit evidence of the following:

### CDP Component A: Using information from the district level CNA, candidates will facilitate a group of faculty members to implement the curriculum design process as set forth by Ainsworth (2011) beginning with ensuring that the unit is built on a strong curricular foundation.

### Candidates will submit a narrative with supporting evidence demonstrating facilitation of a group of faculty members addressing a particular content area within a grade level or subject. Work of the group and evidence submitted should result in the following:

* Prioritization and alignment of standards
* Naming units of study
* Assigning priority and supporting standards
* Preparing a pacing calendar
* Constructing a unit planning organizer

### **In addition to the above evidence, the candidate will prepare a summary statement noting how the component narrative and its supporting evidence meet the component’s aligned functions of the Teacher Leader Model Standards (listed below). This summary statement can be submitted in the format of the candidate’s choosing, including, but not limited to, a table with functions and supporting narratives, narrative paragraphs with functions parenthetically referenced, or a listing of each function with supporting narrative.**

* 2a - The teacher leader assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning
* 2b – The teacher leader facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning
* 2d – The teacher leader teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning
* 3c – The teacher leader Facilitates professional learning among colleagues
* 4a – The teacher leader Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture
* 5d – The teacher leader Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning
* 7a – The teacher leader Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning

### CDP Component B: Using the planning process begun in building the unit foundation, candidates will facilitate a group of faculty members to design at least one curricular unit from start to finish.

### Candidates will submit a narrative with supporting evidence demonstrating facilitation of a group of faculty members addressing a particular content area within a grade level or subject. Work of the group and evidence submitted should result in the following:

* Unwrapping the unit priority standards
* Creating a graphic organizer displaying unwrapped concepts and skills
* Deciding big ideas and essential questions
* Creating an end-of-unit assessment
* Creating a unit pre-assessment
* Identifying additional vocabulary terms, interdisciplinary connections, and 21st century learning skills
* Planning engaging learning experiences
* Gathering resource materials
* Selecting high-impact instructional strategies
* Detailing the unit planning organizer
* Creating informal progress-monitoring checks
* Writing the weekly plan/designing the daily lessons

### **In addition to the above evidence, the candidate will prepare a summary statement noting how the component narrative and its supporting evidence meet the component’s aligned functions of the Teacher Leader Model Standards (listed below). This summary statement can be submitted in the format of the candidate’s choosing, including, but not limited to, a table with functions and supporting narratives, narrative paragraphs with functions parenthetically referenced, or a listing of each function with supporting narrative.**

* 1a – The teacher leader utilizes group processes to help colleagues1 work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change
* 1b – The teacher leader models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning
* 1c – The teacher leader employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning
* 1d – The teacher leader strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges
* 2a – The teacher leader assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning
* 2b – The teacher leader facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning
* 3a – The teacher leader collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals
* 4a – The teacher leader facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture
* 4b – The teacher leader engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices
* 4c – The teacher leaders supports colleagues’ individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator
* 4d – The teacher leader serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs
* 4e – The teacher leader uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe
* 4f – The teacher leader promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction
* 5a – The teacher leader increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards
* 5b – The teacher leader collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning
* 7a – The teacher leader shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning
* 7b – The teacher leader works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students

### CDP Component C: Using the unit designed in Component B, candidates will support one or more faculty members in implementing the unit.

### Candidates will submit a narrative with supporting evidence demonstrating facilitation of at least one faculty member in implementing the designed unit. Evidence submitted should demonstrate the following:

* Introducing the unit of study to students
* Administering the unit pre-assessment
* Scoring and analyzing student data
* Deciding how to differentiate instruction
* Beginning to teach the unit
* Administering progress-monitoring checks
* Differentiating instruction based on progress-monitoring checks
* Scheduling a mid-unit evaluation of instructional strategies
* Continuing to teach the unit
* Continuing to modify and adjust instruction
* Administering an end-of-unit assessment
* Scoring and analyzing data
* Enriching, remediating, and intervening
* Reflecting on the implementation process.

### **In addition to the above evidence, the candidate will prepare a summary statement noting how the component narrative and its supporting evidence meet the component’s aligned functions of the Teacher Leader Model Standards (listed below). This summary statement can be submitted in the format of the candidate’s choosing, including, but not limited to, a table with functions and supporting narratives, narrative paragraphs with functions parenthetically referenced, or a listing of each function with supporting narrative.**

* 1a – The teacher leader utilizes group processes to help colleagues1 work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change
* 1b – The teacher leader models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning
* 1c – The teacher leader employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning
* 1d – The teacher leader strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges
* 2b – The teacher leader facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning
* 2d – The teacher leader supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues
* 3c – The teacher leader facilitates professional learning among colleagues
* 3g – The teacher leader provides constructive feedback to colleagues to strengthen teaching practice and improve student learning
* 4a – The teacher leader facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture
* 4b – The teacher leader engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices
* 4c – The teacher leaders supports colleagues’ individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator
* 4d – The teacher leader serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs
* 4e – The teacher leader uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe
* 4f – The teacher leader promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction
* 5a – The teacher leader increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards
* 5b – The teacher leader collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning
* 5c – The teacher leader creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues
* 5d – The teacher leader works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning
* 7b – The teacher leader works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students
* 7c – The teacher leader collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members

The alignment with Teacher Leader Model Standards (TLMS) described above can be viewed in the following table:

|  |  |  |  |
| --- | --- | --- | --- |
| **EVIDENCE ALIGNMENT:**  **Curriculum Design Project** | | | |
| TLMS Functions | **CDP A:**  Plan with a strong foundation | **CDP B:**  Design unit | **CDP C:**  Implementation and assessment |
| 1a |  | X | X |
| 1b |  | X | X |
| 1c |  | X | X |
| 1d |  | X | X |
| 2a | X | X |  |
| 2b | X | X | X |
| 2d | X |  | X |
| 3a |  | X |  |
| 3c | X |  |  |
| 3g |  |  | X |
| 4a | X | X | X |
| 4b |  | X | X |
| 4c |  | X | X |
| 4d |  | X | X |
| 4e |  | X | X |
| 4f |  | X | X |
| 5a |  | X | X |
| 5b |  | X | X |
| 5c |  |  | X |
| 5d | X |  | X |
| 7a | X | X |  |
| 7b |  | X |  |

# Clinical Experience

In the first semester of the EDCI program, candidates will be assigned to a University Clinical Experience Supervisor/Dissertation Coach. In addition, candidates will work with a cooperating school system or other organization in a curriculum and instruction leadership role. The Site Supervisor for the clinical experience will be a superintendent or designee who has responsibilities for curriculum and instruction and will be identified by the candidate to the University Clinical Experience Supervisor/Dissertation Coach in the first semester of the program. This identification of the Site Supervisor will include evidence of the Site Supervisor’s agreeing to serve as well as title and contact information. The primary responsibilities of the Site Supervisor include support to the candidate in completing program evidences and facilitation of access to data and colleagues for collaboration. In addition the Site Supervisor will complete an instrument assessing candidate attainment of the functions of the Teacher Leader Model Standards in the third and sixth semesters of the candidate’s work in the program. Candidates working in the same district may collaborate in their clinical experience work and will be explicit about this collaboration in all submitted documentation.

The candidate will submit evidence of ongoing work in the clinical experience (EDCI 701, 703, 705, 707, 709, and 711) culminating in submission of an Impact Statement (IS) in EDCI 711. The clinical experience consists of professional experiences and reflection about those experiences connected to the Teacher Leader Model Standards and is initially planned in EDCI 701. The IS is the method of assessing the clinical experience. Over the course of study, candidates will engage in activities designed by professors and program planners aimed at specific learner outcomes. Naturally, candidates will experience unplanned activities. A reflection on the impact of both these planned and unplanned experiences attributable in part or whole to the EDCI program will be submitted in EDCI 711. Specific components of the IS are described below:

## Component A: Plan

This component of the project is completed in EDCI 701 and aligns with all Teacher Leader Model Standards (TLMS). Using information from the EDCI Handbook and Course Syllabi, candidates will craft a written plan as to how they intend to engage in projects and activities aligned with TLMS. The Plan includes candidate reflection on context, process, and product of all EDCI Evidences with specific attention to goals, outcomes, strategies, resources, and timelines. In completing the evidences, the candidate will have completed all activities *required* for the IS. In constructing the clinical experience plan, the candidate may plan additional experiences related to candidate-identified goals aligned with the TLMS. The candidate will write to the rubric for successful completion of Evidences.

## Component B: Do

This component of the project is completed in EDCI 703, 705, 707, and 709 and aligns with all Teacher Leader Model Standards. Using the plan begun in EDCI 701, candidates will engage in projects and activities commensurate with completion of program evidences and course content as specified in the Course Syllabi. As candidates engage in these planned activities, they will record both facts and reflection about the facts relative to their impact on cognition, professional practice, and personal growth and development. As candidates experience activities not specifically directed by program planners and professors, they will cite those experiences and record impact on cognition, professional practice, and personal growth and development as they may be informed by or connected to program projects and activities. A log of experiences related to completion of the evidences or other experiences aligned to the Teacher Leader Model Standards will be submitted as well as updates/revisions to the original plan submitted in EDCI 701.

## Component C: Submit

This component of the project is completed in EDCI 711 and aligns with all Teacher Leader Model Standards. The Impact Statement (IS) is the culminating product of recorded facts and reflection about facts experienced in planned and unplanned projects and activities across the course of study. As the method of assessing the candidate’s clinical experience, the IS will be subjected to content analyses wherein program planners expect to read narratives demonstrating engagement with and reflection about all of the Teacher Leader Model Standards.

# Dissertation Process

All faculty and candidates should join the wiki [gwudissertation.wikispaces.com](file:///C:\Users\bhildreth1\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\YGN9MFC9\gwudissertation.wikispaces.com) for updated forms and information related to the dissertation process at Gardner-Webb University.

In the first semester of the EDCI program, candidates will be assigned to a Dissertation Coach. The Dissertation Coach also serves as the candidate’s Clinical Experience Supervisor. During each seminar, the candidate will communicate with and be supported by their coach in understanding the dissertation process and in development of their dissertation research. After the third semester of coursework, each candidate will be assigned a Dissertation Chair, who also serves as the candidate’s Clinical Experience Supervisor. Typically, candidates will remain assigned to their Dissertation Coach who will transition into filling the role of Chair. If the candidate would like to change Dissertation Coach or Dissertation Chair during the program of studies, a request must be made in writing to the Dean of the School of Education. Work in seminar hours will focus on developing a dissertation proposal and on continuing to complete clinical experience activities.

In EDCI 709, committee members will be identified and the candidate will notify the School of Education of the completion of this process by submitting the Dissertation Committee form (found on [gwudissertation.wikispaces.com](file:///C:\Users\bhildreth1\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\YGN9MFC9\gwudissertation.wikispaces.com)) to the Office Manager in the School of Education.

A process for writing the dissertation has been developed to support candidates in making steady progress towards completion. Each semester, work on the dissertation will be submitted to the Coach/Chair to support this progress.

There are several publications written to support candidates in the Social Sciences/Education in completing the dissertation. A bibliography of helpful texts can be found at [gwudissertation.wikispaces.com](file:///C:\Users\bhildreth1\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\YGN9MFC9\gwudissertation.wikispaces.com). One important piece of information from the *Guidelines for Dissertation Phase* document available on this site is that *all* final dissertation defenses must take place at the Gardner-Webb University main campus in Boiling Springs.

A description of work submitted to TaskStream documenting progress in seminars and dissertation modules follows.

# Seminar Expectations

## EDCI 701

*Clinical Experience*

* Submit Plan

*Dissertation*

* Submit list of potential topics (3-5)
* Submit annotated bibliography on topics of interest (at least 10 references, 3 of which must be dissertations)
* Submit outlines of the first chapters of the dissertations cited in the annotated bibliography

## EDCI 703

*Clinical Experience*

* Submit log of experiences completed on clinical experience and update/revisions to Clinical Experience Plan (“Do”)

*Dissertation*

* Submit verification of having completed CITI certification
* Submit focused topic list (1-3)
* Submit annotated bibliography on topics of interest (at least 10 additional references, 3 of which must be dissertations)
* Submit outlines of the second chapters of the dissertations cited in the annotated bibliography
* Submit draft of Chapter 2 (Literature Review)

## EDCI 705

*Clinical Experience*

* Submit log of experiences completed on clinical experience and update/revisions to Clinical Experience Plan (“Do”)

*Dissertation*

* Submit annotated bibliography on topics of interest (at least 10 additional references, 3 of which must be dissertations)Submit list of potential research questions
* Submit proposed outline of Chaper 3 (Methods)
* Submit draft of Chapter 1 (Introduction to the Problem/Topic)

## EDCI 707

*Clinical Experience*

* Submit log of experiences completed on clinical experience and update/revisions to Clinical Experience Plan (“Do”)

*Dissertation*

* Submit full proposal outline (Chapters 1-3)

## EDCI 709

*Clinical Experience*

* Submit log of experiences completed on clinical experience and update/revisions to Clinical Experience Plan (“Do”)

*Dissertation*

* Submit draft of Chapters 1-3
* Submit evidence of participation in a tuning protocol with EDCI 708 (fall start cohort) or EDCI 710 (spring start cohort)
* Submit evidence of selection of committee members and communication with School of Education

## EDCI 711

*Clinical Experience*

* Submit Impact Statement (IS)

*Dissertation*

* Submit revision of Chapters 1-3
* Submit evidence of participation in a cross-cohort tuning protocol with EDCI 710 (fall start cohort) or EDCI 700 (spring start cohort) candidates

## EDCI 712

*Dissertation*

* Proposal defense[[1]](#footnote-1)
* IRB submitted and approved
* Collection and analysis of data

## EDCI 713…

*Dissertation*

* Complete Chapters 4 and 5[[2]](#footnote-2)
* Defend dissertation
* Complete dissertation checklist

The table on the following page summarizes the timeline and work submitted to the Clinical Experience Supervisor/Dissertation Coach (Chair) throughout the EDCI program. As a reminder, all requirements for the doctorate, including the dissertation, must be completed within seven (7) years of enrollment in the program.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **FALL 1** | **SPRING 1** | **SUMMER 1** | **FALL 2** | **SPRING 2** | **SUMMER 2** | **FALL 3** | **SPRING…** |
|  | EDCI 701 | EDCI 703 | EDCI 705 | EDCI 707 | EDCI 709 | EDCI 711 | EDCI 712 | EDCI 713… |
|  | Work evaluated by coach | Work evaluated by coach | Work evaluated by coach | Work evaluated by chair | Work evaluated by chair | Work evaluated by chair | Work evaluated by chair and committee | Work evaluated by chair and committee |
| **Clinical Experience** | Submit Plan | Do, Study, Act…Submit Revised Plan | Do, Study, Act… Submit Revised Plan | Do, Study, Act… Submit Revised Plan | Do, Study, Act… Submit Revised Plan | Submit impact statement |  |  |
| **Dissertation** | ***Dissertation coach assigned*** | CITI certification | Annotated Bibliography | ***Dissertation chair assigned*** | Ch. 1-3 Draft | Ch. 1-3 Revision | Proposal defense | Complete chapters 4 and 5 |
|  | List of Potential Topics (3-5) | Focused Topic List (1-3) | Ch. 1 (Introduction to the Problem/Topic) Draft | Full Proposal Outline | Ch. 1-3 Cohort Tuning Protocol | Ch. 1-3 Cross-Cohort Tuning Protocol | IRB Submitted and Approved | Defend dissertation |
|  | Annotated Bibliography | Annotated Bibliography | Potential Research Questions |  | Committee Members |  | Collect and analyze data | Complete dissertation checklist |
|  | Ch. 1 Sample Outlines | Ch. 2 Sample Outlines | Ch. 3 (Proposed research methods) Outline |  |  |  |  |  |
|  |  | Ch. 2 (Literature Review) Draft |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

# REFERENCES

Committee on Developments in the Science of Learning. (2000). *How people learn: Brain, mind, experience, and school.* Atlanta, GA: National Academies Press.

Harrison, C. & Killian, J. (2007). Ten roles for teacher leaders. *Educational Leadership, 65* (1), 74-77.

# Appendix A: TaskStream Author Instructions

# Appendix B: Course Syllabi – Fall Start Cohort

# Appendix C: Course Syllabi – Spring Start Cohort

# Appendix D: Course Policies

1. As a reminder, this is a suggested timeline. Not all candidates will be ready for proposal defense, IRB approval, and data collection in this semester. [↑](#footnote-ref-1)
2. Not all candidates will be ready for these steps during the EDCI 713 semester. Candidates may register for continuing dissertation hours (EDCI 714) until the dissertation process is complete. As a reminder, all requirements for the dissertation must be completed within 7 years of enrollment in the program. [↑](#footnote-ref-2)